

# PUBLICATION OF SCHOOL AND COLLEGE PERFORMANCE TABLES IN 2003

## CONSULTATION

### Introduction

1. This consultation document sets out the Secretary of State's proposals for the information to be published in the 2003 school and college performance tables. Achievements in the 2003 tests and examinations in individual schools and FE sector colleges will be shown in the following publications:
  - primary school performance tables of achievements in Key Stage 2 tests;
  - secondary school performance tables of achievements in Key Stage 3 tests;
  - secondary school performance tables of achievements in GCSE examinations and vocational qualifications;
  - school and college performance tables of achievements in A/AS examinations and vocational qualifications;
  - pilot tables testing the calculation and presentation of a Key Stage 2-GCSE/GNVQ value added measure; and
  - pilot tables testing the reporting of achievements in all approved qualifications at age 16.
2. Your views are invited on the following papers:

**Annex A** discusses the publication of information on pupils at the end of Key Stage 2 in primary school tables, including the introduction of a measure of value added from Key Stage 1 to Key Stage 2;

**Annex B** discusses the issues surrounding the publication of information on pupils with special educational needs in the primary and secondary tables;

**Annex C** discusses the publication of information on pupils at the end of Key Stage 3 in separate performance tables;

**Annex D** discusses the publication of information on pupils at the end of compulsory schooling in the secondary school (GCSE/GNVQ) tables;

**Annex E** discusses the publication of information on students aged 16-18 in schools and FE sector colleges in the post-16 tables;

**Annex F** discusses developments for future years' performance tables;

**Annex G** invites consideration of the Qualification and Curriculum Authority's proposals on a means of including all approved qualifications in school and college performance indicators; and

**Annex H** is a questionnaire for you to use to submit your comments.

3. Your views are needed by no later than **Thursday 12 June** if they are to inform the Secretary of State's final decisions.
4. Please send your comments, by the above date, using the proforma at Annex H of this document to:  
  
**Consultation Unit  
Level 1B  
Castle View House  
Runcorn  
Cheshire  
WA7 2GJ**
5. Alternatively, you can send your comments electronically by accessing the document and questionnaire online at:  
  
<http://www.dfes.gov.uk/performancetables>

## **PUBLICATION OF INFORMATION AT THE END OF KEY STAGE 2 IN THE PRIMARY SCHOOL (KS2) PERFORMANCE TABLES**

### **Summary**

1. The primary school tables will continue to cover the performance of pupils at the end of Key Stage 2 (KS2) in all maintained mainstream and special schools in each local education authority (LEA) area.
2. The Secretary of State proposes to introduce the following changes from 2003:
  - the Department publish the primary school performance tables;
  - a KS1 to KS2 value added measure;
  - indicators showing the percentage of pupils achieving Level 5 in the KS2 English, mathematics and science tests; and
  - separate reporting of the number and percentage of pupils at the end of KS2 with statements of special educational needs (SEN) and those without statements of SEN.
3. Further information about these proposals is set out below and illustrated at Appendix 1.

### **Publication of the tables**

4. The Secretary of State has decided that the time is now right to bring publication of the primary school tables back to the centre. The 2003 tables will, therefore, be published by the Department and LEAs will be relieved of their obligation to perform this function.
5. During evaluation of the KS1-KS2 value added pilot, the Department met colleagues representing 84 LEAs, a significant majority of whom thought that publication by the Department would be more efficient. The Secretary of State agrees with this view: the original aim of raising awareness of the importance of KS2 at local level has long been overtaken by events; and the publication of the tables by the Department would remove an administrative layer which would also see an earlier publication of the information.
6. We are aware, however, that publication by LEAs saw an invaluable addition of local information to the primary tables, and that schools welcomed that added gloss. So as not to lose that bonus we intend to disseminate examples of good practice whereby some LEAs already publish additional information at secondary level to complement the Departmental publications.

## Your views

### Q1. Are you content that the Department should publish the primary tables?

#### Presentation

7. The Secretary of State proposes to continue to publish information in the tables about all maintained schools (including maintained special schools) with pupils eligible for assessment at the end of KS2.
8. He is committed to supplementing the information already published in the performance tables with a value added measure showing the progress pupils make from one stage of their education to another. The publication of the value added measure will help set the results into context by showing the effort schools make towards individual pupil progress. In addition to value added indicators, which are discussed further in paragraphs 13-20, the tables will continue to show:
  - the number of pupils eligible for assessment<sup>1</sup> at the end of KS2 and on the school roll at the time of the 2003 tests;
  - information on the proportions of eligible pupils with SEN (see paragraph 10 below);
  - the percentage of eligible pupils achieving Level 4 or above in the test in each of the core subjects of English, mathematics and science;
  - the percentage of eligible pupils who were absent or disapplied from the tests in each of the core subjects;
  - an average point score per pupil;
  - rates of authorised and unauthorised pupil absence; and
  - a school improvement measure<sup>2</sup>, showing the sum of the percentages of eligible pupils achieving Level 4 or above in tests across the three core subjects for each of the years 2000, 2001, 2002 and 2003.
9. In order to show progress towards meeting targets, the Secretary of State intends that the tables show the following additional information:
  - percentage of eligible pupils achieving Level 5 in the English test;
  - percentage of eligible pupils achieving Level 5 in the mathematics test; and
  - percentage of eligible pupils achieving Level 5 in the science test.

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<sup>1</sup> The number of pupils eligible for assessment will include those who are absent from the National Curriculum tests or disapplied from National Curriculum assessment arrangements.

<sup>2</sup> An improvement measure will not be published for special schools.

## **Your views**

### **Q2 Do you agree with the inclusion of an additional percentage based indicator for pupils achieving Level 5 at KS2?**

#### **Pupils with special educational needs**

10. Previously the tables have shown the number and percentage of pupils at the end of KS2 with special educational needs. In response to requests from schools and LEAs, we intend this year to show the information in two parts:
- the number and percentage of eligible pupils at KS2 with a statement of SEN; and
  - the number and percentage of eligible pupils at KS2 with SEN but without a statement, e.g. those on School Action or School Action Plus as set out in the Special Educational Needs Code of Practice.

#### **Pupils recently arrived from overseas**

11. The Secretary of State has decided to retain the concession in relation to overseas pupils for whom English is not their first language. The criteria will remain the same as in previous years. That is, to have pupils excluded from the tables, schools must demonstrate that:
- their first language is not English;
  - they arrived in England from overseas; and
  - they were admitted for the first time to an English school on, or after, the start of the 2001/02 school year.
12. As before, dialects of English such as Jamaican Patois, Creole and Krio will not be accepted as a language other than English under performance tables policy. This is because pupils who have moved from an education system based on the English language are not as disadvantaged as those who have moved from a non-English based education system.

#### **KEY STAGE 1 TO KEY STAGE 2 VALUE ADDED MEASURE**

13. The Secretary of State's proposals in respect of value added as outlined below are based on extensive consultation on the KS1-KS2 value added pilot tables which tested the calculation and presentation of a KS1-KS2 value added measure.

#### **Method of calculating value added**

14. The proposed methodology is explained in detail at Appendix 2. Key issues are:
- a. the value added measure should be based on the results achieved by

all pupils at the end of KS2 for whom there is a match to prior attainment in the KS1 tests.

- b. the calculation of each pupil's value added score will be based on a median line approach;
  - c. an average point score based on the National Curriculum level achieved by each pupil in each test (excluding the spelling test at KS1) will be used as the 'input' and 'output' measures;
  - d. pupils for whom all results are disregarded at Key Stage 1 or at Key Stage 2 will be excluded from the value added calculations;
  - e. where one or two of a pupil's results are disregarded at either Key Stage, then the input or output measure will be calculated as the average of the remaining one or two results; and
  - f. each school's value added score will be published as a value added measure centred around 100, for example, a score of 0.2 will be published as 100.2; and a score of -1.2 will be published as 98.8.
15. Paragraphs 17-20 below discuss additional information which will add some context to the value added measures.

### **Use of spelling in the KS1 Average Point Score**

16. Evaluation of the KS1-KS2 value added pilot revealed a strong consensus that the spelling test level should not be included in the KS1 input score, since: from 2003 there will no longer be a separate spelling test level; and the data is less refined than the other tests/tasks because there are no 2ABC sub levels. Analysis of the 2002 test results also shows that the KS1 average point score (APS) excluding spelling is a better predictor of overall KS2 results than the KS1 APS including spelling. The Secretary of State is, therefore, minded not to include the KS1 spelling test level in the value added calculations.

### **Your views**

- Q3. Do you agree with the proposed methodology for calculating the Key Stage 1 to Key Stage 2 value added measure?**
- Q4. Do you agree that the spelling test level should not be used in the KS1 input score when calculating the KS1-KS2 value added measure?**

### **FURTHER INFORMATION TO BE PUBLISHED ALONGSIDE THE VALUE ADDED MEASURE**

#### **Coverage indicator**

17. The Secretary of State proposes to publish a coverage indicator showing the percentage of pupils that were included in the calculation. This will highlight those instances where value added cannot be calculated for a significant

number of pupils, for example, those pupils previously educated outside the English education system who will, therefore, have no prior KS1 attainment.

18. The Secretary of State also intends not to publish a value added measure for schools where the available value added data is not representative of the full KS2 cohort of pupils. To this end we will suppress the value added measure for schools where the coverage is less than 50%.

### **Pupil mobility**

19. The Secretary of State proposes to publish a stability indicator for the KS1 to KS2 value added measure. This will show the percentage of pupils included in the value added calculation that took both their KS1 and KS2 tests at the same school.
20. Evaluation of the KS1-KS2 value added pilot provoked much discussion about the need to explore a means of providing better information on levels of pupil mobility. This is especially pertinent for junior schools where the current stability indicator cannot be used as none of the pupils would have taken KS1 tests at the same school as their KS2 tests. We intend exploring how PLASC data might be used to allow a calculation of the proportion of pupils in the school for the whole key stage. Alternatively, we could consider showing the proportion attending the school for the final two years of the key stage.

### **Banding of the value added measure**

21. The KS1-KS2 value added pilot tested the publication of a 'band' alongside schools' value added measures. The bands used letters A-E to indicate whether a school fell in the top 5% of schools nationally, the next 20%, the middle 50%, the lower 20%, or the bottom 5%.
22. School and LEA participants taking part in the evaluation of the pilot were nearly unanimous in the view that a band should not be published in the tables. Common concerns included: anxiety caused by marginal differences at the boundaries of the quartiles; misinterpretation that A-E reflects a rating on the overall quality of the school rather than just on the test results; and difficulties in explaining to parents that a drop in band year on year, for example A to B, did not necessarily signify a fall in performance. The Secretary of State is, therefore, minded not to publish a 'band' alongside the numeric value added measure. He will, however, make the information available to schools and LEAs so that they can easily see how their performance compares nationally.

### **Your views**

- Q5. Do you agree with the publication of a coverage indicator?**
- Q6. Do you agree that the value added measures should be suppressed in cases where coverage is less than 50% of the cohort?**
- Q7. Do you agree that a stability indicator should be published for the KS1 to KS2 value added measure?**

- Q8. Do you agree we should explore a means of improving the information shown in the stability measure so that it better reflects mobility? If so, should it take into account the pupils who have been in the school for the whole Key Stage or for a fixed number of years?**
- Q9. Do you agree that a band should not be shown alongside the value added measure?**

### **Small schools**

- 23.** The Secretary of State proposes to continue the practice of not publishing the threshold indicators (i.e. % Level 4+ and % Level 5) for schools with fewer than 11 pupils at the end of KS2.
- 24.** Schools responding to the evaluation of the value added pilot were, however, strongly in favour of publication of the value added measure for these schools. They were concerned that schools with small cohorts are never afforded the opportunity to celebrate successes. Given that value added is a fairer reflection of successes they would be content to see publication of scores based on only a few pupils. Conversely, the majority of LEAs disagreed and thought that we should not publish any performance information for small schools, including the value added measure. The Secretary of State is minded to give serious consideration to the publication of a value added measure for schools with fewer than 11 pupils in the cohort.

### **Your views**

- Q10. Do you agree that a value added measure should be published for small schools?**
- Q11. On average, what is the size of the KS2 cohort in your school?**
- Q12. Are there any other issues relating to the primary school tables that you would like to raise?**



## ANNEX A: Appendix 2

### CALCULATION OF THE KEY STAGE 1 TO KEY STAGE 2 VALUE ADDED MEASURE

1. This appendix explains how value added will be calculated for each eligible pupil and then aggregated to give a score for the school. We will use a median line approach whereby the value added score for each pupil is the difference between their own 'output' point score and the median – or middle – output point score achieved by pupils with the same or similar starting point, or 'input' point score. In this way an individual pupil's progress is compared with the progress made by other pupils with the same prior achievement.

#### Key Stage 1 to Key Stage 2 Value Added Measure

2. The 'input' and 'output' measures for the value added calculation are based on the points awarded to pupils' results. The following tables show how points are allocated to pupils' Key Stage 1 and Key Stage 2 test results:

#### Key Stage 1 Point Scores for reading task and reading test levels

National Curriculum Reading Test Level	National Curriculum Reading Task Level	Points Score Equivalent
-	A – Absent	Disregard
-	D – Disapplied	Disregard
-	M – Missing	Disregard
-	W- Working towards Level 1	3
-	Level 1	9
-	Level 2C	13
-	Level 2B	15
-	Level 2A	17
Level 3	-	21
Level 4+	-	27

#### Key Stage 1 Point Scores for writing and mathematics

National Curriculum Test/task levels	Point Score Equivalent	
	Writing	Mathematics
A – Absent	Disregard	Disregard
D – Disapplied	Disregard	Disregard
M – Missing	Disregard	Disregard
W - Working towards level 1	3	3
Level 1	9	9
Level 2C	13	13
Level 2B	15	15
Level 2A	17	17
Level 3	21	21
Level 4+	27	27

### Key Stage 2 Point Scores for all subjects

Test outcome (Level)	All subjects
5	33
4	27
3	21
Compensatory 2	15
N (not awarded a test level)	15
B (working below the level of the test)	15
D –Disapplied	Disregard
A –Absent	Disregard
Not eligible for the test	Disregard
Lost Script	Disregard
Missing	0

3. All pupils for whom all results are disregarded at KS1 or KS2 will be excluded from the value added calculations, with one exception: if a pupil is disapplied in at least one subject at KS1 and achieved at least one Key Stage 2 result which is not disregarded, then he/she will be included in the calculation with an input score of zero.

### Input measure (Key Stage 1 test results)

#### Overall Reading Level

4. Before a KS1 average point score is calculated an overall reading level needs to be created from the levels achieved in the reading task and the reading comprehension test.
5. If the pupil has achieved a Level of 3 or higher in the reading comprehension test, this is the score that will be used as the overall reading level.
6. If the pupil has achieved less than a Level 3 in the reading comprehension, test or was not entered for the test, the level achieved in the reading task will be used as the overall reading level.

#### Example 1:

	Reading Task	Reading Test	Overall Reading Level
Pupil A	2A	3	3
Pupil B	2C	2A	2C

### KS1 Average Point Score (APS)

7. To calculate the input measure for value added an average point score must be created.
8. The input measure for each pupil is the average (arithmetic mean) point score achieved in the reading, writing and mathematics tests at KS1, using the points allocated in the table at paragraph 2 above.

Example 2:

<b>Pupil A</b>	<b>Overall Reading</b>	<b>Writing</b>	<b>Mathematics</b>
<b>Level</b>	3	2A	3
<b>Points</b>	21	17	21

$$\text{KS1 APS} = \frac{21+17+21}{3} = 19.67$$

### **Output Measure (Key Stage 2 test results)**

9. The output measure for each pupil will be the average (arithmetic mean) point score achieved in the English, mathematics and science KS2 tests, using the points allocated to each level as detailed in the KS2 point score table at paragraph 2 above.

Example 3:

<b>Pupil A</b>	<b>English</b>	<b>Mathematics</b>	<b>Science</b>
<b>Level</b>	5	5	4
<b>Points</b>	33	33	27

$$\text{KS2 APS} = \frac{33+33+27}{3} = 31$$

10. **Only the pupils for whom we have identified both prior KS1 and 2003 KS2 test results in at least one subject will be included in the calculation of the value added measure. Where, in one or two subjects, the test result is missing or disregarded, the average point score is based on the remaining subject(s).**

### Calculating a pupil's value added score (KS1 to KS2)

11. A pupil's value added score will be based on comparing their KS2 performance with the median KS2 performance of other pupils with the same or similar prior attainment at KS1. The median value is the middle value – with half of the pupils having a KS2 average point score at or below the median, and half at or above the median.
12. Examples of the national KS1-KS2 median scores are shown in the tables that follow. There are two tables: one lists median scores for pupils in special schools only and the other lists median scores for all other pupils. The medians below are examples based on 2002 data: in the 2003 exercise, corresponding medians will be derived from the national 2003 data.

#### **All special schools**

KS1 average point score	National Median KS2 average point score
0 to 4.9	15
5 to 6.9	15
7 to 8.9	17
9 to 10.9	19

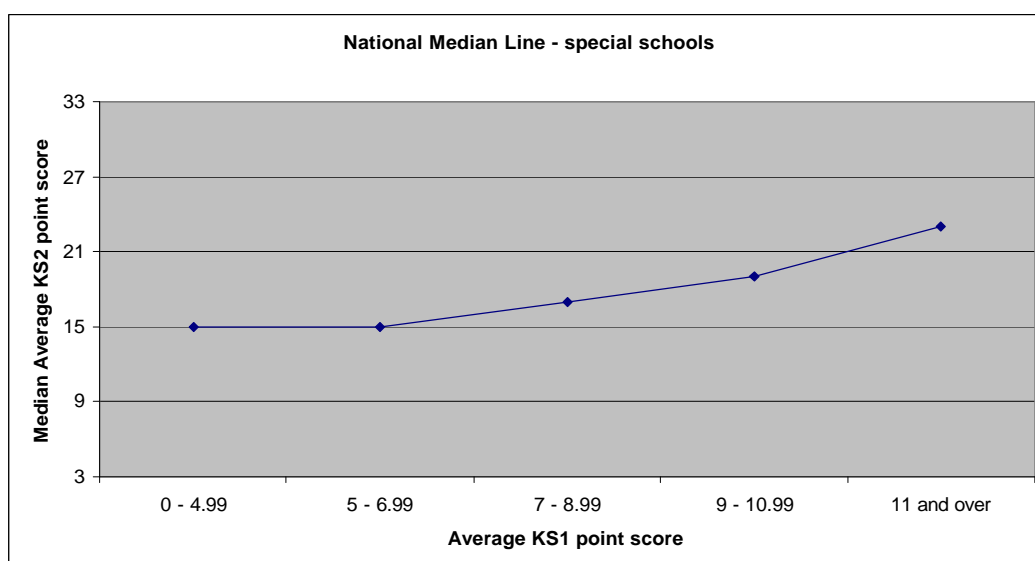
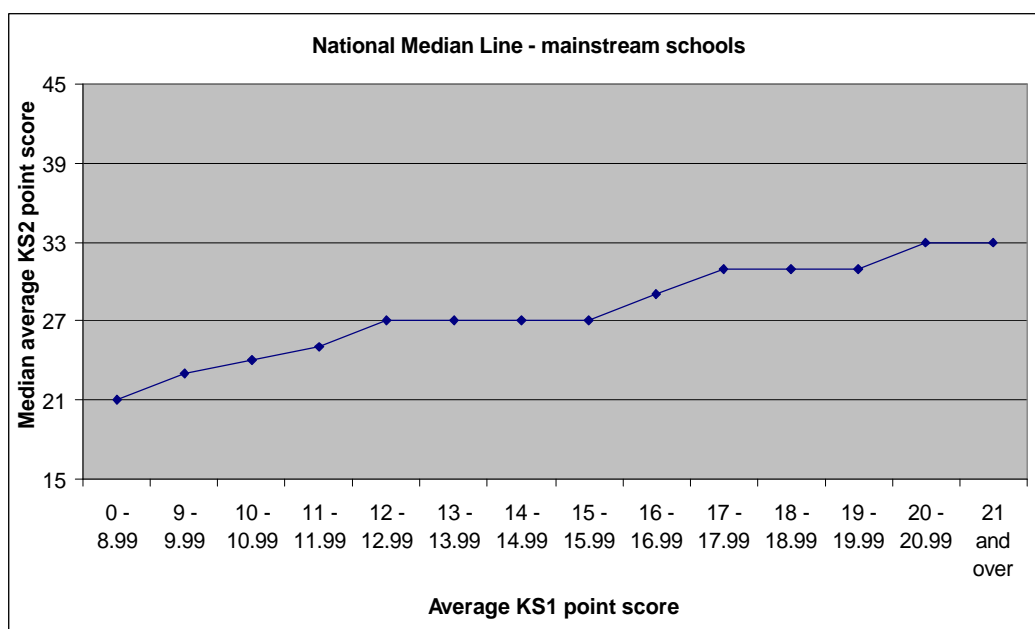
#### **All schools (excluding special schools)**

KS1 average point score	National Median KS2 average point score
0 to 8.9	21
9 to 9.9	23
10 to 10.9	24
11 to 11.9	25
12 to 12.9	27
13 to 13.9	27
14 to 14.9	27
15 to 15.9	27
16 to 16.9	29
17 to 17.9	31
18 to 18.9	31
19 to 19.9	31
20 to 20.9	33
21 and over	33

13. To calculate an individual pupil's value added score you need to find their KS1 average point score in one of the tables above to establish the median KS2 average point score of pupils with the same or similar prior attainment. That

pupil's value added score is the difference (positive or negative) between their own KS2 average point score and the median average point score.

14. Pupils whose KS2 average point score is **above** the relevant median will have a **positive** value added score, while those whose score is **below** the relevant median will have a **negative** value added score. It is important that the differences between pupils' KS2 results and the appropriate medians are given the correct positive or negative sign.
15. The graphs below give an illustration of the median Key Stage 2 point scores across the range of Key Stage 1 point scores nationally – joining the medians gives the 'national median line'. There are two graphs: one shows median scores for pupils in mainstream schools and the other shows median scores for pupils in special schools only. The lines shown below are examples based on 2002 data: in the 2003 exercise, corresponding lines will be derived from the national 2003 data.



### Calculating a school's value added score (KS1 to KS2)

16. A school's value added score will be a simple average (arithmetic mean) of the value added scores for all pupils in the school. For example, for a non-special school:

Pupil	Pupil's KS1 average point score	Pupil's KS2 average point score	Median KS2 average point score for their KS1 average	Pupil's value added score
A	15.5	31	27	+ 4
B	18	29	31	- 2
C	10	27	24	+ 3
D	17	31	31	+ 0

Total of all pupils' value added scores = + 5

Average value added score per pupil = + 5 divided by 4 (the number of pupils)

School's value added score = +1.25

### The value added measure (KS1 to KS2)

17. The value added measure will be presented in the publication as a measure based around 100. This is done by adding 100 to a school's value added score. For example, the value added measure for the school illustrated previously:

$$= + 1.25 + 100 = 101.25$$

$$= 101.3 \text{ (rounded to one decimal place)}$$

### PERFORMANCE AND CONTEXTUAL DATA ON PUPILS WITH SPECIAL EDUCATIONAL NEEDS

1. The Secretary of State proposes to make **no change** to the policy of including pupils with special educational needs in mainstream schools in the performance tables. He does, however, recognise that there is an issue for those mainstream schools which have been very welcoming of children with particular forms of special educational need, in relation to the effect this sometimes has on their reported performance. We recognise that many schools have serious concerns about the inclusion in the performance tables of pupils with special educational needs, and of those disapplied from National Curriculum assessment arrangements.
2. The Secretary of State has consistently resisted arguments for excluding pupils with special educational needs from the performance tables, whether wholly or selectively, for the following main reasons:
  - they are strongly committed in principle to an inclusive approach to the education of pupils with special educational needs. This principle should apply as much to the publication of their achievements as to any other aspect of their education; and
  - pupils with special educational needs cover the whole range of academic ability. Many schools catering for diverse groups of pupils achieve high standards. There is, therefore, no case for a blanket exclusion from the tables of such pupils.
3. Any approach which aimed to exclude specific groups of pupils with special educational needs would raise the following problems:
  - it would fall foul of the inclusive principle referred to above;
  - it would give rise to difficulties in terms of defining which groups of pupils should be excluded and why. Assuming that agreed definitions could be arrived at, collecting the necessary data and enforcing the definitions could prove enormously burdensome and time-consuming. In practice it would not be possible to verify that all exclusions from the tables were justified which would, in time, undermine confidence in the integrity of the reported results;
  - if exclusion from the tables were based on administrative practices (such as statementing or disapplication from the National Curriculum), or on organisational arrangements (such as the establishment of units for pupils with special educational needs), this might merely reflect the differing policies of individual schools and local education authorities rather than any underlying reality. This in turn could seriously undermine the comparability and consistency of the performance tables; and
  - exclusion based on administrative practices or organisational arrangements

could generate perverse incentives within the educational system.

4. For all these reasons, the Secretary of State has attempted to address the genuine concerns of schools by improving the contextual data on special educational needs which is published in the tables and by extending the range of performance data which is reported.
5. In response to requests from schools, he proposes to show the number and percentage of pupils in the cohort being reported upon; with statements of SEN; and separately, those with SEN without statements. Previously one figure has been published, covering those in the cohort with SEN both with and without statements.
6. In addition, to the contextual data already shown in the tables, the Secretary of State has extended the range of performance data which is reported. This year sees the introduction of value added measures in the primary tables which will better reflect the achievements of all pupils with SEN. We will also be testing the publication of a KS2– GCSE/GNVQ value added measure with a sample of secondary schools prior to the reporting of a KS2-GCSE/GNVQ value added measure for all schools in next year's tables.

## **P Scales**

7. P Scales were introduced on a voluntary basis in 1999 to assist with the target setting process. Schools are able to use P Scales to provide best fit judgments for pupils functioning below Level 1 of the National Curriculum.
8. It is not the intention at the moment to make the P Scales themselves statutory. We believe it will be more helpful for as many schools and LEAs as possible to use them voluntarily and feedback both the issues and the progress that they make. However, we recognise that a common system for measuring the progress of pupils, for whom the early levels of the National Curriculum are not appropriate, is essential if we are to make further progress on benchmarking and moderation. This is a prerequisite before the P Scales can be included in the performance tables.
9. Responses to the 2002 consultation on the School and College Performance Tables confirmed that most schools and LEAs want to see more use made of P Scale type data, in Departmental publications. However, moderation of P Scales data remains an issue for many schools and the Department is considering what additional guidance material<sup>3</sup> might help this process. In addition to guidance, another option is for schools that have developed expertise in the use of P Scales to share their expertise with other schools.

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<sup>3</sup> Existing documents include the National Literacy and Numeracy Strategy's examples of what pupils with special educational needs should be able to do at each P level in primary schools: Towards the National Curriculum for Mathematics ref DfES 0637/2001; Towards the National Curriculum for English ref DfES 0517/2002; and at Key Stage 3: Accessing the National Curriculum for Mathematics ref DfES 0292/2002 and similar documents are planned for English and science. Documents available from DfES centre tel: 0845 60 222 60



10. We are currently considering whether to collect information on the P scales on a voluntary basis from 2004 as part of the national collection data exercise. This would generate national data on the P scales for the Autumn Package and to inform thinking around measures of value-added.
11. Many schools have said they would welcome the inclusion of information that focuses on personal and social development, especially in order to recognise the wider achievement of pupils with special educational needs.

### **Your Views**

**Q13 . Do you agree that the moderation of the P Scales would be best achieved by:**

- a) booklets**
- b) videos**
- c) web based materials**
- d) receiving advice from schools that have expertise in use of the P Scales**
- e) other – please state**

**Q14. Do you agree that P Scales data should be included in the Autumn Package?**

**Q15. Do you agree that data on personal and social health education should be collected?**

## **PUBLICATION OF INFORMATION ON PUPILS AT THE END OF KEY STAGE 3 IN THE SECONDARY SCHOOL (KS3) PERFORMANCE TABLES**

### **Summary**

1. The Secretary of State proposes to make no change to the performance indicators showing the achievements at the end of Key Stage 3. He does, however, intend to report separately school and LEA level Key Stage 3 results in stand-alone Key Stage 3 performance tables. As a consequence, the Secretary of State proposes that Key Stage 3 results for pupils in independent schools are not published.
2. Further information about these proposals is set out below and illustrated in the attached Appendix 1.

### **Presentation**

3. The Secretary of State wrote to all secondary headteachers, governing bodies and local education authorities on 10 February this year. His letter outlined the importance that he attaches to Key Stage 3 and the introduction of the Key Stage 3 Strategy to tackle the long-standing problem of low pupil attainment between the ages of 11 and 14. The Secretary of State emphasised the criticality of Key Stage 3 attainment for success at GCSE, as reflected in the intention confirmed in his letter to publish separate Key Stage 3 performance data in the future. The document, "A New Specialist System: Transforming Secondary Education", published in February 2003, also stresses the importance of raising standards at Key Stage 3 and the centrality of this to our wider plans for transformation of secondary education.

### **Coverage of the tables**

4. The Secretary of State proposes to report the achievements of all pupils at the end of Key Stage 3 in all maintained schools (including special schools). We do not propose, however, to report the results achieved by pupils in independent schools.
5. While independent schools are required to provide public examination results (GCSEs and A/AS examinations) for publication under legislation, there is not a similar requirement on them to provide KS3 results since independent schools are not obliged to follow the National Curriculum.
6. In 2002, Key Stage 3 data was introduced as additional data columns in the secondary tables. This meant that independent schools that participated in the Key Stage 3 tests were given the option of requesting that the data for their school was not published. With the separation of Key Stage 3 results from GCSE/GNVQ results, we intend to restrict publication of Key Stage 3 results

to maintained schools only. This would be in keeping with the publication of Key Stage 2 information for primary schools which covers the maintained sector only.

7. For each maintained school with pupils at the end of Key Stage 3 assessment, the table will continue to show:
  - the number of pupils eligible for assessment<sup>4</sup> at the end of Key Stage 3 and on the school roll at the time of the 2003 tests;
  - information on the proportions of eligible pupils with special educational needs (see paragraph 8 below);
  - the percentage of eligible pupils achieving Level 5 or above in the test in each of the core subjects of English, mathematics and science;
  - the percentage of eligible pupils who are absent or disapplied from the tests in each of the core subjects;
  - an average point score per pupil; and
  - a value added measure showing the progress made by pupils from Key Stage 2 to Key Stage 3 (see paragraphs 10 and 11 below).

### **Pupils with special educational needs**

8. Previously the performance tables have shown the number and percentage of pupils with special educational needs. In response to requests from schools and LEAs, we intend this year to show the information in two parts:
9. and LEAs, we intend this year to show the information in two parts:
  - the number and percentage of KS3 eligible pupils with a statement of SEN; and
  - the number and percentage of KS3 eligible pupils with SEN but without a statement, e.g. those on School Action or School Action Plus as set out in the Special Education Needs Code of Practice.

### **Pupils recently arrived from overseas**

9. The Secretary of State has decided to retain the concession in relation to overseas pupils for whom English is not their first language. The criteria will remain the same as last year. That is, to have pupils excluded from the tables, schools must demonstrate that:
  - their first language is not English;

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<sup>4</sup> The number of pupils eligible for assessment will include those who are absent from the tests or disapplied from National Curriculum assessment arrangements.

- they arrived in England from overseas; and
  - they were admitted for the first time to an English school on, or after, the start of the 2001/02 school year.
10. As before, dialects of English such as Jamaican Patois, Creole or Krio will not be accepted as a language other than English under performance tables policy. This is because pupils who have moved from an education system based on the English language are not as disadvantaged as those who have moved from a non-English based education system.

### **Your views**

**Q 16. Do you agree that pupils' achievements in Key Stage 3 tests should be published for maintained schools only?**

**Q 17. Do you agree that performance indicators showing the percentage of pupils achieving Level 5 or above at Key Stage 3 should continue to be published in the proposed format?**

### **Key Stage 2 to Key Stage 3 value added measure**

11. The Secretary of State proposes to make no change to the way in which the Key Stage 2 to Key Stage 3 value measure will be calculated. The measure will be based on the results achieved by all eligible pupils for whom there is a match to prior attainment in the Key Stage 2 tests.
12. We also propose to make no change to the methodology used in the calculation of the value added measure.
13. A **coverage indicator** which will show the percentage of pupils that were included in the value added calculation will be published. A school's value added measure will be suppressed where the coverage is less than 50% of the cohort.

### **Your views**

**Q18. Do you agree that the Key Stage 2 to Key Stage 3 value added measure should continue to be published?**

**Q19. Do you agree that the value added measure should be suppressed for schools where coverage is less than 50% of the cohort?**

### **Rates of pupil absence from school**

14. The Secretary of State does not propose to publish rates of pupil absence in the Key Stage 3 tables, since this data will be published in the GCSE/GNVQ tables for the vast majority of schools. The only exceptions will be middle deemed secondary schools. Absence information will not be published at school level for these schools but will contribute to national and LEA averages.

**Your views**

**Q 20. Do you agree that rates of pupil absence need not be published in the KS3 tables?**

**Q 21. Are there any other issues relating to the Key Stage 3 tables that you would like to raise?**

**PUBLICATION OF INFORMATION ON PUPILS AT THE END OF  
COMPULSORY SCHOOLING IN THE SECONDARY SCHOOL  
(GCSE/GNVQ) PERFORMANCE TABLES**

**Summary**

1. The Secretary of State proposes to make only one minor change to the performance indicators showing the achievements of pupils at the end of compulsory schooling in 2003. This is in relation to the contextual information published about pupils within the cohort with special educational needs. He does, however, intend to make considerable progress with developments for future changes to the tables. These are discussed in Annex F.
2. An illustration of how the GCSE/GNVQ tables might look this year are shown in the attached Appendix 1.

**Coverage of the tables**

3. The tables will continue to report the achievements of all maintained and independent schools with pupils on roll in their final year of compulsory schooling.

**Presentation**

4. For each school with pupils in their final year of compulsory schooling<sup>5</sup> on roll at the time of the Annual Schools' Census, the tables will continue to show:
  - the number of 15 year olds;
  - information on the proportions of eligible pupils with special educational needs (see paragraph 5 below);
  - the percentage of such pupils who achieve:
    - 5 or more GCSE/GNVQ<sup>6</sup> grades A\*-C; and
    - 5 or more grades A\*-G;
  - the percentage of such pupils who obtain no GCSE/GNVQ passes<sup>7</sup>

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<sup>5</sup> Referred to in this and other performance tables documents as "15 year olds" (age immediately before the start of their final year of compulsory schooling).

<sup>6</sup> Full Foundation and Intermediate GNVQs, Part One GNVQs and GNVQ Language Units are merged with GCSE results on the basis of equivalents between the two sets of qualifications set out in Appendix 1

<sup>7</sup> A pupil who achieves the minimum of one GCSE (Short Course) or one GNVQ Language Unit will continue to count as achieving at least 1 GCSE/GNVQ.

- a “capped” GCSE/GNVQ point score per pupil (see paragraphs 11 -13 below);
- a value added measure showing the progress made by pupils from Key Stage 3 to GCSE/GNVQ (see paragraphs 9 and 10 below);
- a school improvement measure showing for each of the years 2000, 2001 2002 and 2003:
  - the percentage of 15 year olds achieving 5 or more grades A\*-C; and
  - the percentage of 15 year olds obtaining no passes;
- the number of pupils in Year 11, regardless of their age;
- the percentage of such pupils who achieve 5 or more grades A\*-C; and
- absence information showing:
  - the number of day pupils of compulsory school age; and
  - the percentage of half days missed by such pupils due to:
    - authorised absence; and
    - unauthorised absence.

### **Pupils with special educational needs**

5. Previously the tables have shown the number and percentage of pupils at the end of compulsory schooling with special educational needs. In response to requests from schools and LEAs, we intend this year show the information in two parts:
  - the number and percentage of 15 year olds with a statement of SEN; and
  - the number and percentage of 15 year olds with SEN but without a statement, e.g. those on School Action or School Action Plus as set out in the Special Education Needs Code of Practice.

### **Pupils recently arrived from overseas**

6. The Secretary of State has decided to retain the concession in relation to overseas pupils for whom English is not their first language. The criteria will remain the same as last year. That is, to have pupils excluded from the tables, schools must demonstrate that:
  - their first language is not English
  - they arrived in England from overseas; and

- they were admitted for the first time to an English school on, or after, the start of the 2001/02 school year.
7. As before, dialects of English such as Jamaican Patois, Creole or Krio will not be accepted as a language other than English under performance tables policy. This is because pupils who have moved from an education system based on the English Language are not as disadvantaged as those who have moved from a non-English based system.

### **Excluded pupils**

8. The Secretary of State has also decided to retain the concession for schools who admit pupils who have been permanently excluded from other maintained schools in the four terms preceding the January Annual Schools' Census return. Schools can continue to reduce the number of 15 year olds on roll to remove any such pupils for the purposes of the performance tables.

### **Your views**

**Q 22. Do you agree that there should be no change to the percentage based indicators published on GCSE/GNVQ achievements?**

### **Key Stage 3 to GCSE/GNVQ value added measure**

9. The Secretary of State proposes to make no change to the way in which the Key Stage 3 to GCSE/GNVQ value added measure will be calculated. The value added measure for Key Stage 3 to GCSE/GNVQ will be based on the results of 15 year olds for whom there is a match to prior attainment in Key Stage 3 tests.
10. We propose to make no change to the methodology used in the calculation of the value added measure.

### **Output measure (GCSE/GNVQ)**

11. The Secretary of State has listened to concerns raised by some schools about the capping of the GCSE/GNVQ output measure at a pupil's best eight GCSE/GNVQ results but has decided to make no change to the way in which the output score is calculated.
12. Placing a 'cap' on the point score limits the risk of putting undue pressure on schools to maximise examination entries at the expense of quality of outcomes and, possibly, against the best interests of the pupil. It also provides an incentive for schools to consider learning options other than those assessed through conventional examination routes.
13. Similarly, the 'stand alone' point score will continue to be based on the same approach as that used in the output score for the Key Stage 3 to GCSE/GNVQ value added measure. As we have proposed no change to the way in which this is calculated, we will continue to 'cap' the 'stand alone' point score at a pupil's best eight GCSE/GNVQ results.



### Your views

- Q23. Do you agree that the Key Stage 3 to GCSE/GNVQ value added measure should continue to be published?**
- Q24. Do you agree that we should continue to 'cap' the GCSE/GNVQ output measure at a pupil's best eight GCSE/GNVQ results?**
- Q25. Do you agree that the 'stand alone' average point score should be capped in line with the output score proposed for the Key Stage 3 to GCSE/GNVQ value added measure?**

### Further information to be published alongside value added measure

14. We propose to continue to publish the following information alongside the value added measure:
- a **coverage indicator** that will show the percentage of 15 year old pupils that were included in the value added calculation. A school's value added measure will be suppressed where the coverage is less than 50% of the cohort;
  - a **stability measure** to show the percentage of pupils included in the value added calculation that took both their Key Stage 3 tests and their GCSE/GNVQs at the same school; and
  - a column showing the **average number of GCSE/GNVQs** taken by pupils included in the value added measure.

### Your views

- Q26 Do you agree that the value added measure should be suppressed for schools where coverage is less than 50% of the cohort?**
- Q27. Do you agree that we should continue to publish a stability measure to show the percentage of pupils in the value added measure who took both their Key Stage 3 tests and their GCSE/GNVQs at the same school?**
- Q28. Do you agree that we should continue to publish the average number of GCSE/GNVQs taken by pupils included in the value added measure?**

### Performance of pupils in other vocational qualifications

15. The Secretary of State proposes to continue to publish information on:
- the number of 15 year olds studying for units of GNVQs, full awards or units of NVQs, the City and Guilds Diploma of Vocational Education, RSA Initial Awards and the IT Key Skills at Levels 1 and 2; and
  - the percentage of such pupils achieving all qualifications or units attempted.

### **Your views**

- Q29. Do you agree that we should continue to publish information on the performance of pupils in other vocational qualifications?**
- Q30. Are there any other issues relating to the GCSE/GNVQ tables that you would like to raise?**
16. Annex F sets out some significant developments for the secondary GCSE/GNVQ tables in future years.

**PUBLICATION OF DATA ON STUDENTS AGED 16-18 IN  
SCHOOLS AND FURTHER EDUCATION SECTOR COLLEGES  
IN  
THE POST-16 PERFORMANCE TABLES**

**Summary**

1. The tables will continue to report the sum achievements over two years of 16-18 year olds in new general and vocational A level and Advanced Subsidiary qualifications, including vocational A level double awards.
2. The Secretary of State proposes to introduce the following changes from 2003:
  - to include achievements in Level 3 Key Skills of IT, application of number and communication in the main performance indicators; and
  - to include achievements in Advanced Extension Awards in a separate column.
3. These proposals are discussed below and illustrated in the attached appendix.
4. Proposals for changes to the tables in future years are discussed in Annex F.

**Performance of students in 2003 in general and vocational A/AS and Key Skills at Level 3**

5. The Secretary of State proposes to publish:
  - the number of 16-18<sup>8</sup> year olds on roll<sup>9</sup>;
  - an average point score of 16-18 year olds entered for GCE and VCE A/AS and Level 3 Key Skills over 2001/2 and 2002/03; and
  - an average point score per GCE/VCE A/AS/Level 3 Key Skills entry.<sup>10</sup>
6. The Secretary of State proposes to include the achievements of students in the Level 3 Key Skills qualifications of IT, application of number and communication in combined columns with A/AS results,

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<sup>8</sup> Aged 16, 17 or 18 on 31 August 2002

<sup>9</sup> On 16 January 2003 in schools, at the start of the Spring term 2002 in colleges.

<sup>10</sup> Each AS counts as half an entry and each VCE A level double award as two entries for this purpose. Each of the three key skill qualifications count as 20 points at level 3 and thus achievement of all 3 at level 3 = 60 points (the same as an AS level at A grade)

subject to the resolution of some data collection and discounting issues (see paragraph 7 below). Their inclusion is timely now because Key Skills are scored under the UCAS tariff.

7. Before a final decision can be taken on their inclusion, however, there are some significant data collection and discounting issues that need to be resolved with awarding bodies and QCA. Should these prove to be insurmountable, it may be necessary to postpone the inclusion of Key Skills until 2004.

### **Your views**

**Q31. Do you agree that the tables should continue to report the summative achievement of 16-18 year olds after two years of advanced study?**

**Q32. Do you agree that achievements in the Key Skills of IT, application of number and communication at Level 3 should be reported with A/AS results in combined indicators, subject to resolving the data collection and discounting issues mentioned above?**

### **Results in other specified advanced and intermediate qualifications**

8. The Secretary of State proposes to continue to publish information on:
  - other specified advanced<sup>11</sup> qualifications;
  - intermediate<sup>12</sup> vocational qualifications; and
  - the International Baccalaureate Diploma.
9. These will be reported as the number of 16-18 year olds entered for each of the qualifications and the percentage who achieved the qualification.

### **Advanced Extension Awards (AEAs)**

10. The Secretary of State proposes to report the achievements of 16-18 year olds in Advanced Extension Awards in an additional separate column in the tables. Advanced Extension Awards are not currently scored under the UCAS tariff and cannot, therefore, be reported on a comparable basis with general and vocational A/AS this year. Information on AEAs will be collected directly from schools and reported in the tables as the number of 16-18 year olds entered for an AEA and the percentage achieving the qualification.

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<sup>11</sup> BTEC National Diploma or C&G Diploma of Vocational Education at national level.

<sup>12</sup> BTEC First Diploma or C&G Diploma of Vocational Education at intermediate level.

## Your views

**Q33. Do you agree that we should continue to report the achievements of 16-18 year olds in other specified advanced and intermediate vocational qualifications?**

**Q34. Do you agree that information on Advanced Extension Awards should be reported in a separate column in the tables?**

11. Points will be awarded to grades as follows:

<b>GCE/VCE AS</b>	<b>GCE/VCE A level</b>	<b>VCE A level double award</b>	<b>Key Skill Qualifications</b>	<b>Score</b>
		AA		240
		AB		220
		BB		200
		BC		180
		CC		160
		CD		140
	A	DD		120
	B	DE		100
	C	EE		80
A	D		3 at Level 3	60
B				50
C	E		2 at Level 3	40
D				30
E			1 at Level 3	20

## Your views

**Q35. Do you have any other comments you would like to make about the post-16 tables?**

## CHANGES IN REPORTING THE PERFORMANCE OF 14-19 YEAR OLDS IN FUTURE YEARS' TABLES

### Summary

1. Following strong support for proposals made in the Green Paper 14-19: *extending opportunities, raising standards*, we will be working to develop some significant changes for performance tables to be introduced as early as practicable, subject to successful testing and evaluation. These changes would be in addition to ongoing work to introduce measures of value added across the tables and include reporting a wider range of qualifications and ensuring that AS Levels taken early are recorded in secondary schools tables. The plans for change are as follows:

### 2003 Pilot Tables: Key Stage 2 to GCSE/GNVQ Value Added Measure

2. The next step in our progressive introduction to the tables of value added measures will see a pilot programme in 2003 working with a sample of schools to test and evaluate the processes, methodology and presentational issues to enable the publication of a Key Stage 2 to GCSE/GNVQ value added measure.
3. The results of the value added pilot will be published by the Department at the same time as the main secondary school (GCSE/GNVQ) performance tables. Then, subject to a successful evaluation, the Secretary of State proposes that a KS2-GCSE/GNVQ value added measure be published for all secondary schools in the 2004 tables.

### 2003 Pilot Tables: Measurement of Attainment in All Approved Qualifications

4. We also intend to use the pilot schools for a second pilot publication. That pilot will be used to test and evaluate an extension of tables' coverage to report the achievements in all approved qualifications of pupils at the end of compulsory schooling.
5. In order to meet the 14-19 Green Paper commitment, QCA was asked to assign figures<sup>13</sup> to qualifications<sup>14</sup> used by 14-18 year-olds so that the performance tables could report on achievements in a wider range of qualifications. The work was divided into two phases, with Phase 1 reporting on qualifications approved for use at age pre-16 provided in

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<sup>13</sup> These figures must not be regarded as final. They have been produced by QCA for use in the DfES performance tables consultation document issued in March 2003.

<sup>14</sup> All qualifications approved for pre-16 use by the end of December 2002 are included in this list.

October 2002, and Phase 2 reporting on qualifications approved for 16-18 year olds expected by July 2003.

6. An extract from QCA's Phase 1 report is attached at Annex G where views on the proposals are sought. Please take the time to respond to this important section. Since your views will not inform decisions for the 2003 tables, responses can be accepted well beyond the consultation deadline and will be considered in the evaluation which will take place early in 2004.
7. The Phase 1 report looks at all entry level, level 1, level 2 and level 3 qualifications approved for use pre-16 – i.e. those approved under section 96 of the LSC Act 2000. The proposals cover whole qualifications only, not units. To enable qualifications to be counted in all the published performance indicators, two figures are provided for each qualification:
  - a contribution to the relevant NQF level threshold (e.g. 5+A\*-C GCSEs); and
  - a point score – entirely different to any existing scale.
8. We must emphasise that the figures<sup>15</sup> listed in the appendix to Annex G are those proposed by QCA. **They should not be considered final.** Changes to the proposed figures might arise following consultation, testing, or from QCA's work on Phase 2.
9. The figures do not and will not replace other national systems used for other purposes – for example, individual students' assessments of their own attainment and/or selection of courses; progression to higher education; or labour market recognition.
10. We intend to use the pilot to test national collection of these additional qualifications<sup>16</sup>. We will then recast the performance indicators for all pilot schools to include the additional qualifications and recalculate the average point score and value added measures using QCA's proposed new scoring system. These second pilot tables will then be published slightly later than the main tables and be used for extensive evaluation of the processes, methodology and presentational issues.

### **2003 Shadow Tables: Measurement of Attainment in All Approved Qualifications**

11. We also intend to produce shadow tables covering all schools and LEAs showing all performance indicators re-cast using QCA's proposed new scoring system and, data collection difficulties permitting, including

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<sup>15</sup> These figures must not be regarded as final. They have been produced by QCA for use in the DfES performance tables consultation document issued in March 2003.

<sup>16</sup> All qualifications approved for pre-16 use by the end of December 2002 are included in this list.

as many of the previously uncounted qualifications as possible. These shadow tables will not be published. Instead, the information will be provided to schools and LEAs to enable full and thorough evaluation of the implications of these significant changes.

### **Other developments for the future**

12. In order to progress other key developments for the future, we plan to:
  - a. In 2004, produce pilot and shadow tables in the same fashion as proposed above for 2003 to test and evaluate:
    - the introduction of a measure of value added between level 2 attainment at 16 and level 3 attainment at 19, prior to full national publication for all schools and colleges in 2005; and
    - the recommendations arising from QCA's Phase 2 report on counting all approved qualifications in the post-16 tables, with a view to extending the coverage of post-16 tables to all approved qualifications by 2005.
  - b. Throughout 2003, arrange working groups of schools and colleges to explore other key issues arising from the 14-19 Green Paper, including:
    - how tables can reflect varying rates of progression, particularly slower progression to level 2;
    - the implications of the overlap between institutions when reporting the achievements of pupils on a slower Key Stage 4;
    - the implications of a shorter KS3 on performance indicators;
    - the development of new post-16 performance indicators showing percentages of 19 year-olds attaining level 2 and level 3; and
    - how to remove perceived disincentives to collaborative working between institutions.
13. We then hope to be able to discuss proposed solutions in the 2004 consultation with a view to introducing change from 2005.



## ANNEX G

### INCLUDING ALL APPROVED QUALIFICATIONS IN SCHOOL AND COLLEGE PERFORMANCE INDICATORS

*Extract from the Qualifications and Curriculum Authority's Phase 1 Report, October 2002*

1. The full report is available on QCA's website at [www.qca.org.uk](http://www.qca.org.uk)

#### Background

2. In August 2001, QCA was asked to assign figures to qualifications used by 14-18 year olds in England, relating them to each other so that they can be counted in school and college performance indicators based on attainment at 16 and at 18. The work was divided into two phases. This first report focuses on qualifications approved for pre-16 use and a second report on remaining qualifications approved for 16-18 will follow in July 2003.
3. During the development work, QCA have met with almost unanimous support for the intentions behind this work to remove disincentives to offering an appropriate range of qualifications to meet individual pupil needs. Contributors have included awarding bodies, the Office for Standards in Education (Ofsted), the Adult Learning Inspectorate (ALI), the Learning and Skills Council (LSC) and LEAs. Over 50 practitioners from schools, colleges and learning providers, around 80 head teachers, principals and other senior managers have also been involved. There was strong consensus that benefits from extending the coverage of the tables strongly outweighed the risks.

#### The figures

4. The current structure of performance indicators at 16 and the proposed structure for indicators at 18 use both thresholds and point scores. A threshold represents a volume of qualifications at a single National Qualifications Framework (NQF) level and the indicator is based on the proportion of students who attain it. The point score indicates an institution's total attainment, used as a raw score or to determine value added, and takes account of qualifications at different NQF levels and grades attained. To enable qualifications to be counted in all indicators, the following figures are provided:
  - a qualification's contribution to the relevant NQF level threshold, based on 'size' only, and
  - a point score for each of the qualification's grades, based on 'size' and 'challenge' (the latter determined by NQF level and grade).

5. The figures proposed for qualifications approved for pre-16 use are provided in Appendix 2 of this annex. They are grouped by NQF level: entry level, level 1, level 2, and level 3. All qualifications approved by the end of December 2002 are included with two exceptions: Advanced Extension Awards and the International Baccalaureate.
6. **Under no circumstances should the figures<sup>17</sup> be regarded as final.** Changes might arise from consultation, testing, or from QCA's work on Phase Two.
7. The proposed figures do not imply - nor have been adjusted to reflect - value judgments, for example, about labour market recognition, progression to higher education or any relative equivalences. Care has been taken to avoid unintended, negative outcomes, although considerable further testing is being undertaken. Relationships to other tariffs have been considered and the proposed figures should not set up drivers that are in tension with them.
8. The Level 3 figures are intended for use only in performance measures and will not replace any other existing figures such as UCAS or LSC tariffs. While this could appear to be adding complexity, the value of a single, coherent scale that gives due recognition to lower levels was seen to outweigh such concerns.

### Your views

- Q36. Do you agree that performance tables should be extended to include achievements in all qualifications approved for use pre-16?**
- Q37. Do you agree that the 5+A\*-C GCSE/GNVQ (level 2 and above) indicator should be extended to include the additional qualifications listed in appendix 2?**
- Q38. Do you agree that the 5+A\*-G GCSE/GNVQ (level 1 and above) indicator should be extended to include the additional qualifications listed in appendix 2?**
- Q39. Do you agree that the average point score and value added measures should be extended to cover all approved qualifications?**
- Q40. Do you agree that the post-16 performance tables should similarly be extended to include all qualifications achievement by the cohort of student reported upon?**
- Q41. Are you broadly content with the proposed figures?**

### Methodology

9. The aim is to establish broad rules, not detailed comparability. The

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<sup>17</sup> These figures must not be regarded as final. They have been produced by QCA for use in the DfES performance tables consultation document issued in March 2003.

need to accommodate such a diverse range and number of qualifications<sup>18</sup> at different levels led the development process to combine one quantitative ('size') and one qualitative ('challenge') measure. This limits complexity and avoids overstating small differences between qualifications. Decisions on assigning figures were informed by practitioners and others familiar with the qualifications (such as Awarding Bodies), in order to reflect a sense of what was reasonable.

10. To deliver equitable results, two figures are needed – 'size' (i.e. volume, scope or range) and 'challenge' (i.e. demand or difficulty). As NQF Levels represent broad bands of challenge, 'size' indicators too represent broad bands of size. In the table, contribution to threshold is given as a percentage, in other words how much does it contribute to the appropriate threshold. Thus one GCSE contributes 20%, a double award 40% and so on. This more merely signifies 'larger', not 'better' or 'more fit for purpose'.
11. The points figure allocated to a qualification shows its contribution to the average points score – indicating its 'challenge' in terms of size, level and grade together. Challenge reflects the grade system of a qualification and its NQF Level - higher grades attract more points, as do higher levels. A very large Level 1 qualification could get more points than a small Level 2 qualification, but only because points are dependent on both 'size' and 'challenge'.
12. As figures are assigned to whole qualifications only, neither performance indicators at 16 nor at 18 will take account of partial achievement. Contributors were concerned with all partial achievement but, pre 16, particularly highlighted NVQs and AS levels. In this context, and that of broadening/enrichment, there was some support for the counting of units. Advocates of a unitised credit-based system supported QCA's view that performance systems were an inappropriate vehicle for such an initiative. The more consistently expressed counter argument was the imperative to avoid any incentive for incoherence. There will be a separate consultation on the use of credit in qualifications later this year.
13. The figures for level 3 qualifications show the contribution to the level 3 threshold, as this is where work to date has concentrated. In phase 2, level 3 qualifications will be assigned a third figure that shows their contribution to the level 2 threshold.

## **Your views**

**Q 42. Are you content with the methodology adopted by QCA?**

**Q 43. Do you agree that we should endeavour to count AS qualifications achieved early in the performance indicators at age 16?**

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<sup>18</sup> All qualifications approved for pre-16 use by the end of December 2002 are included in this list.

## Work in Phase 2

14. During Phase 2, QCA will apply the mechanism to the remaining qualifications approved for 16-18 year olds. Size and challenge indicators have already been assigned to the majority of vocationally-related qualifications in this approval category and Phase 2 will provide an opportunity to test these further with practitioners familiar with the wider range of qualifications. In addition, figures will continue to be assigned to newly accredited qualifications approved for pre-16 use.
15. In particular, Phase 2 will focus on:
  - adult basic skills qualifications;
  - level 2 and level 3 NVQs;
  - vocationally-related qualifications; and
  - Advanced Extension Awards.
16. During Phase 1, several issues arose that are more relevant to post-16 indicators. These will need to be fully explored in Phase 2. They include:
  - the extent to which qualifications outside the NQF are used with the 16-18 age group and the implications of this for inclusive performance indicators;
  - the potential for the 'contribution to NQF level threshold' figures to be used to inform the national learning targets related to level 2 and level 3 thresholds;
  - the need for level 3 qualifications to contribute to the level 2 thresholds; and
  - the allocation of students' attainments within partnership provision.
17. In addition, work in Phase 2 will develop processes for:
  - providing web-based access to the figures and supporting information in a simple and clear form;
  - monitoring the figures and their impact and, where appropriate, reviewing them in the light of experience – monitoring beginning when the figures are published; and
  - assigning figures to newly accredited qualifications and reviewing the figures at re-accreditation.

### **Your views**

**Q 44. Do you agree that QCA have identified the key issues for exploration during Phase 2 of their work?**

18. Appendix 1 of this annex answers some common questions about QCA's Phase 1 report.

**INCLUDING ALL APPROVED QUALIFICATIONS IN SCHOOL  
AND COLLEGE PERFORMANCE INDICATORS: PHASE 1  
REPORT**

**COMMON QUESTIONS ANSWERED**

**1. How will students benefit from these figures?**

The inclusion of the full range of qualifications in the performance indicators will mean that schools are more likely to use the qualifications. Students are likely to have greater access to learning opportunities that lead to the wider range – including qualifications at level 3. The figures themselves are not intended to be used for individual students.

**2. Why are there two figures for each level 2 qualification?**

The two figures correspond to the two headline indicators of school performance based on attainment at 16: the percentage of 16 year olds attaining at least 5 GCSEs at grades A\*-C or equivalent qualifications, and the points attained per 16 year old (the 'average point score').

The 'contribution to threshold' figure tells you what each level 2 qualification will contribute to the 5A\*-C indicator – in future this will be called the 'level 2 threshold indicator' as any level 2 qualification will be counted towards it. The figure is given as a percentage of the threshold. For example, one Intermediate GNVQ contributes 80% of the level 2 threshold. Bigger qualifications have a higher percentage. 100%+ means that the qualification exceeds the threshold.

The 'points' figure tells you how many points each qualification will contribute to the average point score. It applies to qualifications at all levels. A qualification has higher points if it is: bigger, at a higher level or at a higher grade.

**3. What point score do you need to meet the level 2 threshold?**

No single point score will match the level 2 threshold. The threshold can be met with higher or lower grades and therefore point scores will vary.

**4. Do higher points signal a better qualification?**

No. For qualifications at the same level, higher points signal a bigger qualification or a higher grade. You need to look at the awarding bodies' specifications to compare qualifications.

**5. Are you saying that a single qualification can be as good as 5 GCSEs?**

One large qualification may count for the same as 5 GCSEs in school performance indicators. Whether it is 'as good as' 5 GCSEs will be entirely dependent on the young person's needs and aspirations and the context for their learning.

**6. Why do some level 1 qualifications get more points than some level 2 qualifications?**

Large level 1 qualifications may get more points than small level 2 qualifications. The points are dependent on both 'size' and 'challenge'.

**7. Why does a Distinction get less than an A\*?**

The A\* was introduced to the GCSE to recognise exceptional performance. Qualifications that are graded Distinction, Merit and Pass have not introduced a similar grade. A Distinction does get more points than an A grade however.

**8. Why wasn't the UCAS tariff used?**

The UCAS tariff only includes qualifications at level 3 (and key skills qualifications at level 2). The new figures need to apply to all approved qualifications, from entry level to level 3. The UCAS tariff would have left very few points that could be allocated to entry level, level 1 and level 2 qualifications and any level 3 attainment would have dominated a school's performance outcomes. Comparisons between the performance figures and the UCAS figures, for typical combinations of qualifications, have confirmed that they should not set up contradictory drivers on provision.

**9. Won't schools just choose qualifications with higher points?**

Schools may feel pressure to do so but evidence shows that, in nearly every case, schools' decisions about which qualifications to offer are based on their students' needs. Many schools use a wide range of qualifications now even though they are not counted, for example. A school would have to be sure that they could resource and provide for the learning required for a new qualification so that students would be in a position to attain it.

**10. Why aren't all qualifications listed?**

All qualifications approved for pre-16 use are listed. These are the qualifications listed on the 'section 96 website'. All these qualifications are accredited to the National Qualifications Framework (NQF). Qualifications in the NQF that are not approved for pre-16 use will not be counted at 16. If they are approved for 16-18 year olds, figures will be assigned so that they can be counted at 18. Some qualifications offered by awarding bodies are not in the NQF and cannot be approved for pre-16 use and these will not be counted.

**11. Will national awards get points?**

National awards such as the Duke of Edinburgh Award or the ASDAN Youth Award are not qualifications and so have not been assigned figures. Schools can of course continue to use them.

**12. Can units contribute to the performance indicators?**

No. Figures have only been assigned to whole qualifications. The DfES is looking separately at how the performance indicators should be modified to support differentiated pace of progression, where some students may take longer to complete qualifications.

**13. Will non-GCSE qualifications be capped for the average point score as well as GCSEs?**

Yes. The cap will be set at either a maximum point score or a maximum volume of qualifications and, either way, all qualifications will be affected.

**14. Do the points you get for an entry level qualification mean the same as the points you get for a level 1 or 2 qualification?**

Yes, all points mean the same in the context of the average point score. It will not matter whether the points were gained from entry level qualifications or qualifications at, say, level 2.

**15. Why do 5 Gs at GCSE now get more points than one A\*?**

There used to be an 8:1 ratio between the points for an A\* and a G. This ratio arose from the 8 grades within the qualification. To recognise entry level qualifications, this ratio needed to be reduced. Of course higher grades still get more points than lower grades and this change in ratio does not affect the relative contribution that students' overall results make to schools' performance outcomes (the student with the A\* is likely to have other GCSEs as well).

**16. Why do some NVQs contribute more than others?**

Unlike GCSEs or GNVQs, NVQs are not designed to be the same size. Each NVQ matches the relevant National Occupational Standard, which is fit for purpose for the job role. NVQs at the same level can therefore contribute differently to the threshold – and have different points. Again this says nothing about any NVQ being better than another, just bigger.

**17. Can an AS level contribute to the level 2 threshold?**

Yes, any level 3 qualification can contribute to the level 2 threshold, although it is likely that students attaining a level 3 qualification pre 16 will have met the level 2 threshold with their GCSEs or other level 2 qualifications. The AS level will also contribute to the point score.

**18. Will you get points for an entry level certificate and a GCSE in the same subject – and what about a GCSE and an AS level in the same subject?**

In the current indicators, points are not given to a GCSE short course if the student has attained a full GCSE in the same subject – the full GCSE 'discounts' the short course. The discounting rules for the new system will be the subject of further work.



**19. Does GNVQ still count for 4 GCSEs?**

Yes. The same methodology has been applied to GCSE and GNVQ as all other qualifications and no evidence has been found to change this relationship. GNVQs are treated as one family, as are GCSEs, and no distinction has been made between titles. Attention has focused recently on the Intermediate GNVQ in ICT – and particularly the on-line learning packages that are widely used at KS4. The figures assigned to qualifications are of course independent of mode of delivery. QCA is currently considering whether there is a case to look at the ICT qualification within their quality audit work. If there were any concern about the qualification it would be resolved through the qualification's design rather than its performance figures.

**20. How might these figures affect a school's performance outcomes?**

Schools currently using a wider range of qualifications will benefit from their inclusion in performance indicators. The impact on the average point score will be dependent on the numbers being attained and the NQF levels of the qualifications involved. Only level 2 and level 3 qualifications would impact on the level 2 threshold. Schools introducing other level 1 and 2 qualifications in place of GCSEs would improve their performance outcomes if students were able to reach a higher level of attainment in those qualifications rather than in GCSEs. Schools currently using entry level qualifications will also see an impact on their average point score, and special schools should particularly benefit. The use of AS levels will also impact on the average point score, although a dramatic effect would not be expected unless AS levels were attained by more than about 10% of students.

**21. Who decided these figures?**

QCA worked with a wide range of teachers, FE college lecturers, trainers, awarding body representatives, inspectors and others with relevant expertise to arrive at figures that were supported by a consensus of opinion. The final figures were decided by QCA in liaison with OFSTED.

**22. Are the figures likely to change in the light of experience?**

QCA, with Ofsted and ALI, will monitor the impact of the figures and some may be revisited if there is significant evidence of negative impact on learning opportunities or unintended consequences for schools' performance outcomes. The figures will be reviewed automatically when qualifications are re-accredited to the National Qualifications Framework.